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| **PittPharmacy Diversity & Inclusion in the Classroom Workplan. Draft March 2021** | | |
| **Goals:** | **Strategies/ objective:** | **Activities:** |
| Goal 1: Establish and support a class climate that fosters belonging for all students | Update mission, vision, and values to prioritize inclusive excellence. | Review mission, vision, and values of PittPharmacy to identify whether each prioritize inclusive excellence (aligning our definitions of equity, justice, diversity, and inclusion with the larger University) |
| Make recommendations for changes to the mission, vision, and values of PittPharmacy |
| Assess current curriculum and PittPharmacy environment. | Survey students, faculty, and staff to gain an understanding of the current challenges and opportunities related to diversity, equity, and inclusion within PittPharmacy |
| Create and implement a plan to address PittPharmacy syllabi. | Create and/or adopt University of Pittsburgh standard statement(s) of inclusive excellence to each PittPharmacy course syllabus with the ability for individual faculty to personalize the statement further. |
| Create and implement a plan to address classroom culture | Build instructor-student rapport by adding a check-in/acknowledge the context/connect with content with students at the beginning of class; focus on humanity of both faculty and students; create opportunities for faculty to be vulnerable (i.e. normalizing vulnerability/humanness) (1-2min) |
| Facilitate each student/instructor knowing each other’s name (wearing nametags with names and pronouns; updating zoom names with important information |
| Create a process for learners to share important information with faculty that would be important to know (i.e. preferred name (nickname, pronunciation), correct pronouns, other factors that influence participation etc). |
| Establish learning community agreements and classroom guidelines. Allow for space for discussing and conversing about topics and issues that are occurring contemporarily. |
| Create a process for students to anonymously share any concerns or suggestions related to inclusivity. [Students may wish to be anonymous or not anonymous and that wish should be respected] |
| Create and empower an ombudsperson for student concerns related to inclusivity. |
| Create a crisis response team; think more broadly about resources that should be available at the school level vs. university (group discussion, forums, town-halls, one-on-one, etc) |
| Create an intergroup dialogue elective course |
| Identify space in the curriculum to focus on inclusion and belonging separate from cultural competence related to patient care |
| Name a “year of belonging” |
| Evaluate classroom culture | Add specific question to each course evaluation to assess climate related to belonging and inclusion |
| Add a specific question to each course evaluation about accessibility for each course. |
| Create a process for the integration of inclusive teaching into the instructional design process | Review the spaces that classes are taught for accessibility (physically and cognitively). |
| Identify needs of students for accessibility (mental health, socioeconomic status, physical health, learning needs, etc) |
| Goal 2: Design all course elements for accessibility | Use universal design principles | Increase awareness of accessibility needs and strategies for adjusting course teaching/assessment methods |
| Recommend that all lectures be recorded with captions both during remote classwork and after resumption of fully in person class. |
| Create a standard course format on Canvas. |
| Recommend that students receive additional resources for supplemental review after each lecture/activity. Recommend a diversity of learning tools (i.e. textbook vs. articles vs. videos) |
| Create and implement a checklist of inclusive teaching/ universal design principles (include information on Canvas accessibility) to support course review |
| Cultivate inclusion, empathy, support, and cooperation among students, faculty, and staff | Investigate the steps that would be required to move away from letter grades to focus on competencies |
| Assess the curriculum to identify aspects that may no longer be necessary or essential in order to reduce the overall burden on students |
| Value and embrace students as co-designers of the curriculum | Create opportunities for students to co-design coursework – perhaps specific feedback directly after participating in the course. |
| Create focus groups for students to share recommendations and perspectives of accessibility. |
| Create an internally responsive climate incorporating feedback from a variety of sources for IPPE and APPE rotations | Setting clear expectations/increased transparency for students about what to do/who to go to in case a concern with the site. |
| Prepare students for difficult scenarios focused on empowering students to address patient-provider relationships and preceptor-learner relationships. |
| Use checklists to assess environment of practical settings. Allow sites/preceptors to self-assess and use student feedback to advise on opportunities to improve. |
| Goal 3: Reflect on one’s beliefs about teaching to maximize self-awareness & commitment to inclusion | Create space for faculty to consider factors from Columbia guidelines in their teaching. | Host faculty meetings with a focus on discussing the 5 principles from the Columbia Guide and specific changes that would support these principles. |
| Consider creating a physical location to connect (i.e. lounge) to create a culture of exchange and collaboration. |
| Invite faculty/staff to participate in diversity and inclusion workshops offered at Pitt and outside of Pitt. Recommend messaging/invitations are personalized directly from department chair vs mass emails. |
| Develop a faculty review process to encourage and support the use of inclusive teaching principles | Create a multipronged approach for faculty evaluations including peer assessment, student feedback, and self-reflection |
| Ask faculty to reflect on their strengths and weaknesses related to inclusion and accessibility in the classroom as part of the annual review process. This self-reflection should incorporate specific feedback obtained directly from learners in the course evaluation process. |
| Goal 4: Select course content that recognizes diversity and acknowledges barriers to inclusion | Review and update curricular materials to include diverse perspectives and avoid or address bias | Develop and train a core group of PittPharmacy faculty and staff on principles of inclusive teaching to facilitate continued curriculum development. |
| Review and suggest changes to curricular materials for inclusivity, diversity, equity, and bias. |
| Create a process for courses to be reviewed for inclusivity, diversity, equity, and bias on a regular basis |
| Review and recommend updates to the curriculum to address concepts related to health equity and prevent perpetuation of medical racism and injustice | Review cases presented in the curriculum to identify 1) diversity presented, 2) propagation of systemic biases included, and 3) holistic representation of humanity |
| Review basic science and therapeutics courses to identify places where race-based medicine is taught and reinforced and make recommendations for content updates |